

Unit Planning Guide: Grade PreK Unit 3 of 7

Unit Title: Learning About Writing	Pacing (Duration of Unit): 5 Weeks
Grade: PreK	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W.PreK.MA.1 Dictate words to express a preference or opinion about a topic**
- **SL.PreK.MA.5 Create representations of experiences or stories**
- RF. PreK. MA. 1 With guidance and support, demonstrate understanding of the organization and basic features of written text: books, words, letters, and the alphabet
- RF.PreK.MA.1d Recognize and name some uppercase letters of the alphabet and the lowercase letters in **one's own name**
- L. MA. 1 Demonstrate use of oral language in informal everyday activities
- L. MA. 1c. form regular plural nouns
- L. MA. 1e. use the most frequently prepositions
- L. MA. 5 with guidance and support from adults, explore word relationships and nuances of word meanings
- L. MA. 5c apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy)
- MA. 3 With prompting and support, act out characters and events from a story or poem read aloud

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social and Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Prepositions are positional words
- There are many ways to represent a story
- Experiences are personal stories
- Everyone has an opinion that is valued
- A persons preference offers varied perspective

Essential Questions: (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can we show what we know through pictures and words?
- What is your opinion (thought) on a topic?
- How do we express what we know through art, drama, and music?

Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • that they can dictate words to explain themselves • that there is organization to written text • that they can retell a story or poem by acting out the characters and events • that words are represented by letters • that nouns can be singular or plural <p><u>Key Academic Vocabulary</u></p> <p>To, from, in, out, on, off, for, of, by, with</p> <p>Create</p> <p>Explain/Express</p> <p>Describe</p> <p>Retell/recall</p> <p>Opinion/Thought</p>	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Creating and explaining their own representations to others • Dictating words and stories • Playing with words with teacher support • Using oral language in informal everyday activities • Using prepositional words • Demonstrating understanding of prepositional words
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